

CARLA Virtual Assessment Center

Teacher-Developed Standards-Based Integrated Performance Assessment (IPA) & Unit Overview

THEME: Families and Communities	TOPIC: Rituals in Chinese Families	ESSENTIAL QUESTION: Why are there different ways to address people in our family?
GRADE/LEVEL/(Elem-Jr.High-HS-College): High School Level 2	LANGUAGE: Chinese	TARGETED PROFICIENCY: Novice High
UNIT DESIGNER: Ling Ma		

Integrated Performance Assessment is a classroom-based performance assessment model developed by ACTFL that can be used for evaluating student’s communication skills in the three modes of communication (Interpretive, Presentational, Interpersonal) identified in the *World-Readiness Standards for Learning Languages* (2015). The *World-Readiness Standards* incorporate the *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996), and *Standards for Foreign Language Learning in the 21st Century* (2006).

Using a Backward Design approach, the IPA units begin with Goals of Instruction for the unit, and the final Performance Assessment. The unit template then shows how the 5 Cs of the *Standards* are integrated. The language functions, priority vocabulary, and sample learning activities students need to practice are also included.

This IPA unit was developed in collaboration with the Assessment Project at the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota with funding support from the U.S. Department of Education’s Title VI Language Resource Center program. This unit utilizes a format developed by Donna Clementi and Helena Curtain with Ursula Lentz, and was updated by Donna Clementi in 2015.

CARLA’s Virtual Assessment Center (VAC) provides background information and step-by-step instructions for teachers to create their own IPA units. See: www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html

This IPA unit can be found on the VAC along with other IPAs in a range of languages and levels. See: www.carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html

Standards-Based Integrated Performance Assessment and Unit Overview

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UNIT OVERVIEW

DESCRIPTION OF UNIT

This unit focuses on how ritual influences family relationships in Chinese culture. Learners identify family hierarchy in Chinese culture, interpret the meanings of sayings related to family life. After creating family trees, learners share their family trees with classmates and compare them to examples from Chinese families.

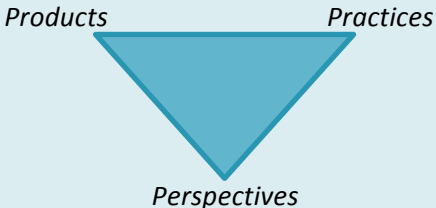
INSTRUCTIONAL GOALS

- *Why is this unit relevant?*
- *What will learners know and be able to do by the end of the unit?*

Learners will:

- Identify and explain family hierarchy in Chinese culture.
- Identify the relationship among family members based on the way they address each other.
- Use 位, 个, to measure family members, and usage of 二 and 两。
- Express the opposite meanings by using ……可是(but)……; and express additional meanings by using the sentence pattern 不但(not only) ……而且……(but also)
- Interpret the meaning of sayings related to family life:
 - 家和万事兴: Indicates that if there's no arguments within family and every member respects each other, then everything that happens to family members will be toward the right direction. For example, father will do business successfully; grandparents will live long and healthy; child will do well at school etc...
 - 尊老爱幼: Respectful to elder and care about younger children.
 - 家是永远的避风港: Family is the forever peaceful place where you avoid stress, depression.

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<p>STANDARDS-BASED PERFORMANCE ASSESSMENT</p> <ul style="list-style-type: none"> Does the performance assessment include the three modes of Communication (Interpretive, Presentational, Interpersonal)? Does the assessment provide evidence of achievement of the instructional goals? Do the Interpretive tasks inform the content of the Presentational and Interpersonal tasks? 	<p><u>Interpretive Tasks</u></p> <ul style="list-style-type: none"> Learners watch a video about traditional Chinese family structures in order to identify the following extended family members: 爸爸, 妈妈, 爷爷, 奶奶 哥哥, 弟弟, 姐姐, 妹妹 Learners listen to a story about Chinese family history and identify who is being described in the image of the family tree. <p><u>Presentational Tasks</u></p> <ul style="list-style-type: none"> Learners present their family structure in a family tree and write a description of the relationship of their family members. <p><u>Interpersonal Task</u></p> <ul style="list-style-type: none"> Learners share family trees in pairs, asking and answering questions about the people represented on the family tree. 	
<p>CULTURES EXAMPLES</p> <ul style="list-style-type: none"> Are cultural products, practices, perspectives integrated into daily lessons? <div style="text-align: center;">  </div>	<p>Products: Family Practices: Addressing family members according to relationship Perspectives: Showing respect</p>	
<p>CONNECTIONS EXAMPLES</p> <ul style="list-style-type: none"> Do learners use the target language to explore other disciplines? 	<p>Making Connections</p>	<p>Acquiring Information and Diverse Perspectives</p>
	<p>Geography: Locating urban and rural areas of China</p>	<p>Social Studies: Role and importance of family</p>

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COMPARISONS EXAMPLES <ul style="list-style-type: none"> Do learners compare their language and culture to the target language and cultures? 	Language Comparisons	Cultural Comparisons
	The measure word--个 and 位。个 is generally used for describing people, while 位 is a polite way to describe people.	Chinese family culture to Western family culture
COMMUNITIES EXAMPLES <ul style="list-style-type: none"> Do the learners share the target language and culture beyond the classroom? Do they set personal learning goals and monitor their progress? 	School and Global Communities	Lifelong Learning – Goal-setting
	Learners connect to a classroom in China to compare family traditions.	Learners set personal goals for describing their family.
CONNECTIONS TO COMMON CORE <ul style="list-style-type: none"> Which Common Core Anchor Standards are supported by this unit's learning activities? 	SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively. W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
TOOLBOX		
Language Functions/Can-do Statements	Related Structures/Patterns	Priority Vocabulary
(Asking questions, telling time, describing, telling likes and dislikes, narrate; etc.) 我有.... 你有....吗? 我没有...,但是... 我有...,还有....	Verbs: 是, 叫, 爱 Adjectives: 我的, 你的, 我们的, 很好, 好, 谁的 Adverbs: 真的, 可是, 但是	祖、父、母. 爷爷, 奶奶, 哥哥, 弟弟, 姐姐, 妹妹。 外公, 外婆。 家和万事兴 尊老爱幼。 家是永远的避风港

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RESOURCES	DIGITAL LITERACY INTEGRATION
<p>Pictures, stories, online resources, videos, games:</p> <p>1. Redefining China's Family: Elderly http://www.youtube.com/watch?v=0MkBk0rU8Ec</p> <p>2. Learn Chinese in a minute: Members of the family. http://www.youtube.com/watch?v=N_p8wIFsxQo&feature=related</p> <p>3. 孔融让梨 Video: http://tv.sohu.com/20100525/n272336809.shtml</p> <p>4. The history of Chinese family http://english.people.com.cn/english/200012/21/eng20001221_58402.html</p> <p>5. Textbook: Far East Chinese for Youth</p>	<p>Connecting to other classrooms: Skype in the Classroom</p>

Interpretive Task (Appendix D 1)

